Preview of First 5 California CSP Readiness Assessment

The Readiness Assessment is intended to be a comprehensive review of the programs in your identified centers/classroom across the seven content areas referenced in Section VI, C of CSP RFA #2.

This table provides an overview of:
- content areas
- related features for each content area and
- guiding questions

Counties will be asked to provide information in each area for every participating center and/or classroom. Completion of the actual Readiness Assessment will be facilitated by:
- a "roadmap" that aligns the guiding questions with specific criteria to meet the content requirements
- an accompanying technical assistance guide

FEATURE	GUIDING QUESTIONS
Teacher/Provider: Child Ratios	• Do you meet the CSP Baseline criteria for teacher: child ratios? How do you monitor and maintain that ratio? What do you do to maintain your teacher: child ratios?
Maximum Group Size	• Do you meet the CSP Baseline criteria for class size? How do you monitor for meeting criteria?
Licensure / Certification	• Do you have a current Title 5 license? • Do you have a current Title 22 license?
Target Population	• Are you serving the CSP target population? How do you monitor and maintain service to that population?
Diversity	• Do you meet the CSP Baseline criteria for diversity among enrolled children and teachers? How do you monitor and maintain the diversity?
Number of Infant/Toddlers	• How many infants/toddlers are you serving in your centers? How many infant/toddler classrooms do you have?
Screening	• What structured, validated tools do you use to assess health and developmental needs and child outcomes? • What protocols do you have in place to ensure health and developmental assessments are conducted? How frequently are those assessments conducted? • If staff conducts those assessments, please describe how staff is trained/monitored in the use of assessment tools. • If those assessments are conducted by an outside agency, please describe the nature of your relationship with that agency and how results are communicated with your program staff.
Length of Day	• Do you meet the CSP Baseline criteria for length of day services for infants, toddlers and pre-school aged children? How do you monitor for that length of day?
Curriculum	• What evidence-based curricula do you use for addressing general development, early literacy and language, early math skills, and social emotional development? (*See Content Area 4 below*). • If your program's curricula are not listed in Attachment J of RFA #1, please describe

FEATURE	GUIDING QUESTIONS
Curriculum continued	evidence for effectiveness of the curricula you used.

Articulation	• Describe how you partner with the agencies listed below. How do you document the partnerships? Do you have informal or formal agreements with these agencies?
	   - School districts /kindergartens
	   - Family childcare homes
	   - Infant/toddler programs
	• Describe how these partnerships support smooth transitions for children and families from one set of services to the next.
	• Describe the collaboration for staff professional development and other training.

Health Education	• Does your staff have the knowledge to train parents on physical, emotional, and general health education issues of children? Describe training provided and health background of staff. • Describe how you educate parents on physical, emotional, and general health. What materials do you use? What partnerships do you leverage?
Nutrition	• Do you provide meals and snacks using USDA Child and Adult Care Food Program standards? How do you monitor that?
Nutrition Education	• Is your staff trained on nutrition education for children and parents? Describe the training provided. • Describe how the staff models nutrition and healthy food choices. • Describe how you educate parents on nutrition. What materials do you use? What partnerships do you leverage?
Tobacco Education	• Is your staff trained on the dangers associated with smoking and tobacco cessation material, including completion of the on-line tobacco training titled, "Kids and Smoke Don't Mix," funded by First 5 California? How do you monitor staff completion of training? • Describe how you educate parents on the dangers of smoking and tobacco cessation. How do you monitor for training needs and completion?
Physical Activity	• Describe how you meet ECERS-R guidelines for physical activity in pre-school and/or infant toddler programs. How do you monitor physical activity?

FEATURE	GUIDING QUESTIONS

Transition Support	• Describe how you partner with the agencies listed below to support smooth transitions for children and families from one set of services to the next. How do you document those partnerships?
	    - School districts/kindergartens
	    - Family childcare homes
	    - Infant/toddler programs
	• Describe how you transition between classroom activities.

Teacher/Provider Qualifications	• Do program directors and teachers meet or exceed current First 5 California PoP Quality Level Educational Requirements? How do you support and monitor that?
Additional Teacher/Provider Requirement	• How do you ensure regular staff participation in professional development opportunities to increase effectiveness in working with: - Culturally and linguistically diverse children - Children with special needs • How do you support and monitor those training opportunities?
Environmental Rating Scales revised (ECERS-R) Infant/Toddler Environmental Rating Scales (ITERS)	• Have you had an ECERS-R rating completed within the last 12 months, and has your program achieved an overall score of 5 or better on the ECERS-R? • How frequently is the ECERS-R conducted and by whom? • Describe how ECERS-R results are used to inform program planning and improvement.
Classroom Assessment Scoring System* (CLASS)	• Have you implemented the CLASS in the last 12 months? • Does your program have scores on the CLASS tool that meet CSP Baseline Criteria (**5** on Emotional Support, **3** on Classroom Organization, **2.75** on Instructional Support)? • With how many teachers is the CLASS used and to what extent (e.g., participation in My Teaching Partner)? • Describe how CLASS results are used to inform program planning and improvement.
DRDP 2010	• Does your program have DRDP 2010-PS or I/T data on individual children collected within the last 12 months? • Describe what protocols you have in place to ensure the DRDP is conducted twice annually.

Content Area 1: CSP Baseline Criteria

FEATURE	GUIDING QUESTIONS
DRDP 2010 continued	• Does your protocol for collecting and maintaining DRDP data allow for individual level analysis and tracking children longitudinally? • Describe how DRDP 2010 results are used to inform instruction.
Evaluation	*See Content Area 2 (below): Leadership and Governance (Program Evaluation, Accountability and Improvement)*
Families	*See Content Area 6 (below): Parent Involvement and Support*
Connections	• Describe how your families connect with wrap-around services and other family supports as needed.

Content Area 2: Leadership/ Governance

Informed by: National Associations for the Education of Young Children Accreditation Standards, Updated 2012; Program Administration Scale and Business Administration Scale for Family Child Care Centers. Talan and Bloome. Teachers College Press, 2004; CAEL QRIS Final Report, *Dream Big for Our Youngest Children*, 2010; Head Start Program Requirements 74.21, 92.20, 1303.31, 1301.32, 1304.40, 1304.51, 1304.52

FEATURE	GUIDING QUESTIONS
Qualifications	• Does the program director meet CSP minimum qualification requirements?
Governance Body with Community Engagement	• How do you staff and manage the program advisory board? • Describe the membership and role of the program advisory board. • What mechanisms do you have in place to ensure parents and community members are engaged in program planning and shared decision-making? • How do you communicate program policies, roles, and responsibilities to parents and staff? How do you ensure implementation of these features? • What data and information do you incorporate into program planning and decision-making?
Program Mission and Philosophy	• What is the overall philosophy of the program? How is the work organized to ensure consistency with the philosophy? How do you ensure program goals are met? • What mechanism is in place to ensure ongoing program improvement?
Administration and Management	• Does the program director have basic management skills in the following areas: human resources development and assessment, facilities and operations, budget and finance, health and safety, and licensing? • Do you have policies and procedures in place? How are they accessible to staff and parents?
Program Evaluation, Accountability and Improvement	• What provisions have you made for a formal program evaluation? • What provisions have you made for teacher and child assessments? *Also See Content Area 2 (above): (Program Mission and Philosophy)*
Partnerships: Head Start/Early Head Start	• Describe any formal/informal relationships with HS and EHS programs. • Does that relationship involve sharing resources/funding that benefits children in your center? • How do you or how might you involve HS and EHS programs as a partner in

Content Area 2: Leadership/ Governance

Informed by: National Associations for the Education of Young Children Accreditation Standards, Updated 2012; Program Administration Scale and Business Administration Scale for Family Child Care Centers. Talan and Bloome. Teachers College Press, 2004; CAEL QRIS Final Report, *Dream Big for Our Youngest Children*, 2010; Head Start Program Requirements 74.21, 92.20, 1303.31, 1301.32, 1304.40, 1304.51, 1304.52

FEATURE	GUIDING QUESTIONS
Partnerships: Head Start/Early Head Start continued	advancing quality?
Partnerships: State Preschool	• Describe any formal/informal relationship with State Preschool programs. • Does that relationship involve sharing resources/funding that benefits children in your center? • How do you or how might you involve State Preschool program as a partner in advancing quality?
Partnerships: Institutions of Higher Learning	• Describe any formal/informal relationships with institutions of higher learning that support and/or serve as a resources for ECE workforce development, teacher training opportunities, student teaching placements, etc.
Partnerships: Social Support Services	• Describe any formal/informal relationships with agencies/providers that support your program in providing social supports to children and families in your center (e.g., Regional Centers, Health Service agencies, Child Protective Services, etc.).
Partnerships: Mental/Behavioral Health	• Describe any formal/informal relationships with agencies/providers that support your program in meeting the behavioral and mental health needs of children and families in your center.
Partnerships: Private/Philanthropic	• Describe any formal/informal relationships with private/philanthropic entities that support ECE efforts in your program, community, and/or county and that benefit children in your center.

Content Area 3: Infrastructure

FEATURE	GUIDING QUESTIONS
Technology to Support Use of Data	• Describe how you use technology to collect, analyze, and use child, teacher, family, and program level data (e.g., ECERS-R, DRDP-R, CLASS, etc.) to inform instruction, program planning and improvement.

Content Area 4: Classroom Instruction
Informed by: Head Start Standards, Education and Early Childhood Development
http://eclkc.ohs.acf.hhs.gov/hslc/mr/monitoring/fy2011pdf/FY2011_Monitoring_Protocol.pdf)
California PreK Curriculum Framework www.cde.ca.gov/sp/cd/re/documents/psframeworkvol1.pdf
California PreK Learning Foundations http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf

FEATURE	GUIDING QUESTIONS
General Curriculum	• Describe how you are you using evidence and research-based curricula/curricular frameworks that address key aspects of child development.
Early Literacy / Language Curriculum	• Describe how you are you using evidence and research-based curricula/curricular frameworks that focus on early literacy and language.
Early Math Curriculum	• Describe how you are you using evidence and research-based curricula/curricular frameworks that focus on early math skills.
Approach to Social-Emotional Development	• Describe how you are you using evidence and research-based curricula/curricular frameworks that emphasize social-emotional development.
Approaches to Dual Language Learners (DLL)	• Describe how you are addressing the needs of Dual Language Learners. • What specific instructional supports and strategies do you have in place to address the needs of Dual Language Learners?
Child Assessment Tools	• Describe the tools you are currently using in your centers/classrooms to evaluate/assess developmental needs and child outcomes. Are these tools structured and validated assessments?
Using Data and Assessments to Inform Instruction (Reflective Practice)	• Describe how you are currently using assessment data to inform instruction. • Describe the procedures you have in place for collecting, analyzing, and reporting child assessment data in order to inform instruction. • Describe the procedures you have in place for sharing results of assessments with teachers and using results to inform instruction and planning.
Assessment of Classroom Organization and Instructional Strategies	• Describe any protocols and procedures you are currently using to assess classroom organization and instructional strategies. • What specific assessment tools are you using? How frequently are these assessments done and by whom?

Content Area 4: Classroom Instruction

Informed by: Head Start Standards, Education and Early Childhood Development
http://eclkc.ohs.acf.hhs.gov/hslc/mr/monitoring/fy2011pdf/FY2011_Monitoring_Protocol.pdf)
California PreK Curriculum Framework www.cde.ca.gov/sp/cd/re/documents/psframeworkvol1.pdf
California PreK Learning Foundations http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf

FEATURE	GUIDING QUESTIONS
Professional Development Opportunities and Requirements	• Describe how you provide staff with professional development opportunities and specialized training that focuses on supporting key aspects of child development. • What policies do you have in place to ensure staff participation in professional development opportunities?

Content Area 5: Social-Emotional Development
Informed by: Head Start Standards, Education and Early Childhood Development
http://eclkc.ohs.acf.hhs.gov/hslc/mr/monitoring/fy2011pdf/FY2011_Monitoring_Protocol.pdf)
Educare Core Features http://www.educareschools.org/home/index.php

FEATURE	GUIDING QUESTIONS
Curriculum or Other Approach to Social-Emotional Development	*See Content Area 4 (above): (Approach to Social-Emotional Development)*
Teacher Training/Coaching in Promoting Social-Emotional Development and Behavior Management Strategies	• Describe how you support staff to meet the social-emotional needs of children in your program. • What specific training and/or resources do you provide staff to promote the social-emotional development of children?
Using Data and Assessments to Identify and Monitor Children's Needs	• Describe the tools you are currently using in your centers/classrooms to evaluate/assess the social-emotional development and needs of children in your program. Are these tools structured and validated assessments?
Availability and Partnerships with Mental/Behavioral Health Services	*See Content Area 2 (above): (Partnerships: Mental/Behavioral Health)*
Partnerships and Resources to Meet Children's and Families' Needs	*See Content Area 2 (above): (Partnerships: Social Support Services)*
Use of Interdisciplinary Approaches	• Describe your approach to engaging other disciplines and/or collaborating with consultants or other agencies in supporting the development and meeting the needs of children and families in your program.

Content Area 6: Parent Involvement and Support
(The term parent should be interpreted to include guardians, as appropriate)

FEATURE	GUIDING QUESTIONS
Relationships - Engagement Approaches - Assessment of Parent - Participation and Satisfaction	• Describe your overall approach to family engagement and support (i.e., is there a structured approach). • What information do you routinely communicate to parents, and through what mechanism do you communicate it? • Describe how you obtain parent feedback about the program. • Summarize the feedback you have received from parents about the program. • Describe how parents actively participate in your program or program-related activities. • Describe how you monitor parent engagement.
Shared Goals - Communication - Education and Home - Learning Support	• Describe the type of information you share with parents about their children's developmental progress. How often is that shared? • Describe the opportunities that exist for staff to help parents support their children's development and home learning (e.g., parent-teacher conference protocols).
Family Context - On-site Family Supports - Home Visiting	• Describe the kinds of support services you make available (directly or indirectly) to families of enrolled children. • What staff is designated for family support and engagement? • Describe how you address the cultural and linguistic needs of families. • Describe how you involve families in program planning and decision-making. • Describe any home visiting component(s) of your program, including partnership with another agency for home visiting support if applicable.

Content Area 7: Infants and Toddlers

FEATURE	GUIDING QUESTIONS
Center-Based Slots for Infants and Toddlers (Through 36 Months)	• *See Content Area 1 (above): (CSP Baseline Criteria, Number of Infant/Toddlers)*
Licensure and Certification	• *See Content Area 1 (above): (CSP Baseline Criteria, Licensure/Certification)*
Participation/Certification in Specialized Infant/ Toddler Training Program (e.g., PITC)	• How many of your staff has received training in caring for infants and toddlers? How many are certified by PITC or another similar program?
Relationship with Hospitals, Infant Mental Health, Home Visiting Program	*See Content Area 2 (above): (Partnerships)*
Systematic Outreach and Recruitment	• Describe approaches you use to fill all of your Infant and Toddler slots?
For Family Child Care Homes: Relationship with Center-based Programs	• Does the FCC have a formal/informal relationship with a center-based program or other ECE administrative entity? Describe that relationship. • Describe what mechanism(s) is/are in place to provide support and guidance and/or professional development to ensure understanding and fulfillment of program requirements.